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ABSTRACT

This paper contains discussion and recommendations relating to admission, selection, and retention of personnel at points of entry and postentry into the teaching profession. Included are 1) suggestions regarding the use of team judgment (committees of parents, minority groups, professionals, and students) in decisions affecting teacher selection, employment, and retention; 2) a behavior construct (list of teacher attributes) suggested as a yardstick for self-appraisal and objective assessment of teacher effectiveness; 3) recommendations regarding selection of applicants to preservice education including a list of requirements for admission and a list of strategies for preservice self-appraisal and faculty assessment during field and clinical experiences; 4) recommendations regarding the use of videotaping and multidimensional approach using one or more observation systems for objective assessment during preservice education and during probation; 5) "process criteria" (List of traits, skills, or techniques) suggested for use by cooperating teachers, clinical professors, and others evaluating teachers' field and clinical experiences; and 6) a list of recommendations designed to retain experienced teachers in inner-city schools. The paper is based on the assumption that before pervasive reforms can be brought about the profession needs to recruit men and women with intellect, imagination, and the daring to renew an institution already effete in 1940. (JS)

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Teacher Selection as an Imperative for the Improvement of Our Schools

Preface

The shortcomings of our schools are sufficiently visible to warrant much of the criticism leveled against them and to call for radical reforms.

Schools are tended much the same today as in the middle of the last century. Classes are still graded and a preordained curriculum is still packaged for each grade. That students too often are required to learn stuff almost totally unrelated to their real world is a disease endemic to the system.

The school is divided into isolated cubicles, each contiguous with, but separate from all the other cubicles. Each cubicle has a teacher and every teacher, a captive clientele. There is no question that some teachers are rather pathetic specimens of the profession, but they remain in business, protected by tenure or, if on probation, by the union or the professional organization to which they belong.

The onus for not learning is still invariably put on the child. That he may not be learning because of poor methodology and techniques, because of faulty or inadequate diagnosis, if any, or again as often does happen because of the teacher's personal prejudices and intellectual deficiencies are conditions we recognize, but fail to correct. Accountability for not learning rests with the child and his parents. The culpa is theirs.

Noyes and McAndrew acidly observe: "Rather than being assisted and encouraged to develop their own individuality, our children are locked into a regimented system that attempts to stamp them all into the same mold. The student is filled with facts and figures which only accidentally and infrequently have anything to do with the problems and conflicts of modern life or his own inner concerns."[1]

[1] *Kathryn Johnston Noyes and Gordon L. McAndrew, "Is this What Schools are For?" Saturday Review, December 21, 1968, p. 65.*

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Compounding children's difficulties are teacher attitudes warped in prejudice and myths. The culturally different, the poor, the non-Caucasion, numbering into the millions in the backwoods and in the inner-city, do not find school, la casa gioconda. For the most part school for them is a protracted emotional trauma. I sometimes marvel how most children turn out so well despite the punishment to their ego handed out daily in schools throughout the country.

Silberman observes in *Crisis in the Classroom*, that: "It is not possible to spend any prolonged period visiting public-school classrooms without being appalled by the mutilation visible everywhere--mutilation of spontaneity, of joy in learning, of pleasure in creating, of sense of self. The public schools....are the kind of institutions one cannot really dislike until one gets to know them well. Because adults take the schools so much for granted, they fail to appreciate what grim, joyless places most American schools are, how oppressive and petty are the rules by which they are governed, how intellectually sterile and esthetically barren the atmosphere."[2]

Many parents know their children are being cheated, but their voices are impotent. Others don't dare complain in fear the teachers will take it out on their children. The larger the community the more remote and impersonal becomes the hierarchy; the more impervious, the bureaucratic labyrinth. A partnership of home and school is a myth. Parents do not feel welcomed and in a real sense they're not.

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[2] *Charles E. Silberman, "Crisis in the Classroom," Newsweek, October 26, 1970, p. 62.*

This paper rests on the assumption that before we can bring about real and pervasive reforms in the schools, the profession needs to recruit men and women with the intellect, the imagination, and the daring to renew an institution already effete in 1940. Too many have entered the classroom and from the classroom attained administrative posts whose forte has been to follow tomorrow the recipe of yesterday. Many educators are like ancient navigators fearing to sail beyond the security of known coastal waters. A few have ventured out, but most stay in their secluded havens, we call classrooms, immersed in darkness, notwithstanding the light of knowledge charting so clearly new lanes of navigation.

The profession must take steps to recruit men and women of moral and intellectual excellence. The teacher who overtly or subliminally rejects a child because of race or class or both is not morally excellent. The teacher who lacks faith in the natural ability of the child to learn does not possess intellectual integrity. The degree to which contemporary violence and polarization of our society stem from the steady corrosion of the self-concept of the individual, beginning with his earliest experiences in school, can be left only to conjecture.

At all points of entry into the profession, procedures must be implemented which allow for self-appraisal and termination of aspirants who lack the personal and intellectual attributes for becoming effective teachers. And after entry, steps must be taken to weed out the demonstrably incompetent. Selection must operate like a sieve through the continuum of pre-service and in-service preparation. It can be argued that the current process functions much like a sponge. The degree of selectivity, if indeed selectivity is at all operative, is debatable. What needs to be done is to put into practice the precept, "Many are called, but few are chosen."

This paper should be construed as a humble effort. I shall suggest some sieve-like procedures and make some recommendations relating to admission, selection, and retention of personnel at points of entry and postentry into the profession. The task is complex. I call on the reader's indulgence for a crude undertaking.

Points of Entry

There are three points of entry into teaching:

(1) Admission into professional programs, usually in the junior or senior year of college.

(2) Employment by an educational agency on attaining certification.

(3) Attainment of tenure following a probationary period of two to five years.

Some educators argue for an open admissions policy at the first point of entry. It is their assumption that existing criteria are not sufficiently valid and reliable to warrant keeping anyone out. They believe that a student who expresses the desire to teach should be given the opportunity to try it out. It is their contention that only on the proving ground of field and clinical experiences can it really be ascertained whether he has the personal attributes to become an effective teacher. Under such a policy, selection and retention operate pragmatically. Some students will drop out voluntarily when they discover that teaching is not for them. Other students may not be able to make this discovery. In such cases the professional faculty will be obligated to counsel them out based on behavioral evidence.

This point of view has merit provided a college has the resources in both faculty and facilities, to give everyone a trial opportunity.

Obviously those institutions lacking such resources will opt for a policy of restrictive admissions based on demonstrated scholastic achievement and personal characteristics. Whether the principle of initial selectivity is applied during the period of preservice professional preparation, as would be the case under a policy of open admissions, or whether it is applied both before and after the first point of entry is a decision left to the discretion of each teacher training institution. What is not debatable is the moral obligation of a professional college faculty, to weed out prior to certification, those who are intellectually, attitudinally, and emotionally unsuited for the profession. The focus of an institution must be on the quality of its output, not quantity.

Committees in Teacher Selection and Retention

To help assure high quality personnel, it is recommended that committees be formed at each point of entry. Suggested structure and functions of those committees should be consonant with these principles:

1. The decision to admit, to employ and to give tenure be a multiple rather than an unilateral decision.
2. Committees should interview aspirants, examine credentials, scrutinize relevant past experiences, and check with referents.
3. The admissions screening committee at the college level consist of representatives from the academic, the professional, and the student personnel divisions of the institution.
4. At the second point of entry, viz, the employment level, membership on screening committees include representation from parent groups as well as teaching, supervisory and administrative personnel.

5. Tenure screening committees include representation from parents, faculty, administration, and where feasible, students.

6. Decisions on severance of personnel during preservice and probationary periods be likewise a multiple rather than an unilateral action.

7. During preservice training, college committees should meet regularly to review and assess the progress of each candidate. A student should be counseled to consider another career if there is any reasonable doubt that he does not measure up to expectations.

8. All committees should include representatives of minority groups.

Several observations seem pertinent. With the beginning of the 70's the oversupply of teachers in most fields makes feasible stringent screening measures. Teacher training institutions should recommend for certification only those candidates who can demonstrate clinically needed minimal skills and competencies. There should be no time limit fixed for such demonstration. Some may do it in one year, others may take two or more years. If this practice were to produce a teacher shortage, the notion is advanced that a group of 50 to 60 children with one teacher assisted by associate teachers (paraprofessionals) would fare better than in situations where the ratio is 20 to 1 under incompetent and apathetic tutelage.

It is conceivable that enrollments in teacher preparing institutions may be cut in half. Such a contingency should be viewed as a desirable outcome. It would reduce the teaching load of the professional faculty and allow the time needed:

(1) to screen effectively,

(2) to observe behavioral characteristics systematically,

(3) to assess performance of teacher candidates on a continuing basis in a mix of clinical and seminar experiences, and

(4) to discourage candidates from going on, whose prognosis for effectiveness appears negative.

In no institution should enrollments exceed the capacity of the professional faculty to conduct the above functions effectively.

Definitions of Teacher Effectiveness

Since the term, *teacher effectiveness*, will run through this discourse, some definitions taken from the literature may provide a common conceptual reference. Wheeler insists that teacher effectiveness should be defined in terms of the production of learning. "Did the children learn anything?[3] Further he suggests that "education must find a way to develop productive citizens, who can contribute in a positive way to desirable modifications of the American societal patterns,..."[4] "One goal of American education is to produce citizens who can take their places in our society without the handicap of racial hatred and a conditioned drive toward prejudice, segregation, and discrimination...."[5]

Cuban believes that "effectiveness is stimulating student interest, involvement, and expression in what is being taught and learned (the two are not the same) as opposed to nurturing apathy and isolation. Control of a class is seen as coming from students and teacher, more as a function of the teacher's personality, planning, and materials and not as a nasty task to perform. Effectiveness is listening to children carefully and having the flexibility to change methods and materials, not to follow

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[3]*Robert R. Wheeler, "Why Schools Fail in Inner City Education," Inner City Education: Are We Failing? Extension Service, University of Northern Iowa Cedar Falls, Iowa, 1969, p. 40.*
[4]*IBID. p. 42.*
[5]*IBID. p. 43.*

blindly what others think students must know and do. Effectiveness is communicating clearly, knowledge, skills, and attitudes through a broad repertoire of approaches and materials, not merely telling youngsters what they are to know, and feel and how they are to perform."[6]

Both Wheeler and Cuban seem to measure teacher effectiveness in terms of the impact of teacher behavior on the cognitive and affective behavior of the student, and this is, I believe, as it should be. In the final analysis, if education is to serve any purpose, it must develop the individual along two broad dimensions: the intellectual and the humanistic. As a human being he needs to be sensitive to and concerned with the quality of man's life. On the intellectual dimension, he must acquire the knowledge and the skills to translate his humanistic concerns rationally, pragmatically to the amelioration of life on this planet. If we accept these two dimensions, then the teaching-learning process is the vehicle which carries the child from a state of ignorance and egocentric behavior to a state of sociocentricity and enlightment.

According to Ryans in his brief on research studies up to 1960, probable variables related to teacher effectiveness include "measured intellecutal abilities, achievement in college courses, general cultural and special subject matter knowledge, professional information, student teaching marks, emotional adjustment, attitudes favorable to students, generosity in appraisals of the behavior and motives of other persons, strong interest in reading and literary matters, interest in music and

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[6] *Larry Cuban, "To Make A Difference: Teaching in the Inner City," The Free Press: New York, 1970, p. 36 and 37.*

painting, participation in social and community affairs, and participation in avocational activities."[7]

A Behavioral Construct

No instrument has been invented which will infallibly predict the potentially effective teacher. Nor do we have an instrument like a thermometer which will measure the relative degrees of teacher effectiveness or ineffectiveness. For operational puposes, the alternative is to build a theoretical but functional construct of observable attributes which we deem essential for attaining optimal effectiveness as defined by Wheeler and Cuban earlier.

The construct which follows is suggested as a yardstick for self-appraisal as well as objective assessment through the continuum of preservice and inservice preparation. The novice should demonstrate the potential for attaining these qualities; the master teacher should exemplify them. No teacher should attain tenure unless he possesses these attributes to a high degree. And no student in professional education should be permitted to continue unless the prognosis for attaining these qualities is positive. Machinery should be set up by a teacher training institution for measuring these variables systematically and for ascertaining progress and growth toward their attainment.

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[7] *David G. Ryans, "Prediction of Teacher Effectiveness," Encyclopedia of Educational Research, the MacMillan Company: New York, 1960, p. 1490.*

The numberical sequence of each attribute should not be interpreted as giving one characteristic priority over another.

1. The capacity to relate as a human being with human beings whatever their socio-economic class, race, religion, or ethnic origin.

2. A moral commitment to eradicate prejudice, ignorance, and discrimination; and to help to build a society of free and enlightened citizens.

3. Evidential respect for our cultural pluralism.

4. Faith in the ability of every child to learn, and a concern for his dignity and worth.

5. The intellect to subject all ideas to the examination of reason.

6. The temperament to examine institutions critically, rationally especially the educational establishment and the imagination, zeal, and daring to work at their improvement.

7. An outlook which views the profession as a service for children and society rather than as a road to tenured, financial security.

8. A healthy self-concept, a knowledge of self including his strengths and limitations, a willingness to examine oneself, a sense of humor.

9. An awareness of reality at all levels, the neighborhood, the local community, the state, the nation, and the planet - and an understanding of the forces shaping man's destiny adversely, threatening his very survival - ecologically, politically, militarily.

10. The ability to work cooperatively with others, evidencing proficiency in the arts of language, listening, persuasion, and writing - capable of negotiating divergent points of view without compromising his intellectual and moral integrity; capable of sustaining his argument without offending; sensitive continuously to the feelings of others and disciplining self to the superordinate purpose of a common task.

11. Some avocational interests; the arts, sports, gardening, etc.

12. Unmistable evidence that he "likes" children and young people and enjoys working with them; knows his subject field and radiates enthusiasm for it; perceives the inter-relationship of all knowledge and shows this inter-relationship in his pedagogy.

An analysis of each attribute will show that each variable is environmentally cultivated and hence, attainable.

Selection of Applicants to Professional Education

In general, current admissions criteria include GPA, a physical examination, speech and hearing tests, and student advisor recommendations. A "C" average (GPA 2.0) is the academic criterion for admission. Applicants in secondary education are required additionally to have a C+ (2.5) in the teaching major. Criteria excepting the academic have operated more on a perfunctory than a selective level so that in fact almost all students have been routinely admitted unless they were on academic probation at the time of applying. Once admitted, there was hardly any "sweat" in getting through and almost all of them got into classrooms because of the teacher shortage since World War II.

Attrition in preservice professional education owing to academic mediocrity and/or personal inadequacies has been negligible. The high rate of survival is in sharp contrast to attrition rates in other professional schools, Miller (1969) cites a 9 percent loss in medical schools, 40 percent in law, 44 percent in nursing, 51 percent in engineering, and 20 percent in theology.[8]

In contrast, the low rate of attrition for students in education seems the more extraordinary in the light of relatively nominal prerequisites for admission. Research is needed to find out how many students made it to teaching who had failed to make it in other professions.

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[8]*George E. Miller, Encyclopedia of Educational Research, Fourth Edition, Project of the AERA, The MacMillan Company, (New York: 1969), p. 806.*

Northern (1954) in a comparative study of 312 college students found that students in professional education had inferior scores in English proficiency, intelligence, high school and college achievement than students in the colleges of arts, sciences, agriculture and home economics, engineering, and business administration.[9]

Conant (1964) observes that poor writing and limited reading ability are common place phenomena on colldge campuses. He suggests "that a standard of performance in English composition be set; if the student can not achieve this standard, either he should be denied admission to a teacher-training course or he should be expected to remedy his deficiency through extra work for which he should pay a fee."[10]

Coleman's findings on the disappointing quality of American schools seem pertinent to this discussion. The euphemism on his findings reaches a high point in the observation that "professional practice in a major social institution was not nearly so efficacious as had been thought."[11]

Upgrading admission standards will decrease the supply. This should happen in any event since the supply with the advent of the '70's exceeds the demand in most fields.[12] To continue to prepare more teachers than the market needs is a waste of resources. If the supply falls below the demand in some fields now or in all fields in the future the argument is advanced that the shortage will have the benign effect of accelerating new developments in education.

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[9]*Elbert F. Northern, "A Statistical Analysis of Differences Between Students Preparing to Teach and Students Preparing to Enter Other Vocational Fields," Doctoral Thesis, University of Arkansas, 1954.*

[10]*James Bryant Conant, The Education of American Teachers, (New York: McGraw Hill Book Company, 1964). p. 80.*

[11]*Daniel P. Moynihan, "Sources of Resistance to the Coleman Report," Harvard Educational Review, Vol., 38, No. 1, Winter 1968, pp. 24 et seq.*

[12]*Corydon O. Nichols, Director of Personnel, Minneapolis Public Schools, Conference, January, 1970.*

On this point Conant observes:

> "Obviously, much depends on the pupil-teacher ratio, and much depends on the extent to which new developments can spread the effectiveness of the best teachers. These include team teaching, programmed instruction, television, and various ways of providing teachers with clerical and other assistance....What I suggest is simply this: If a state is faced with a shortage of teachers, it would be far better to push the new developments with the hope of decreasing the demand than to continue to recruit teachers with very low intellecutal ability, as some states do at the present moment."[13]

Requirements for Admission

Most institutions follow a policy of restricted, rather than open admissions. Such a policy implies that a candidate must meet some basic requirements before he is admitted. It is recommended that acceptance into professional programs be based on an assessment of the candidate's attitudes, personality and intellectual competence. The construct on page 9 can be used by an admissions committee as a guideline for this purpose. The data for evaluating the candidate's qualifications can be taken from several sources: We suggest the following:

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[13] *James Bryant Conant, op. cit. p. 83.*

1. A comprehensive application be required for admission, such as an adapted form of the application for admission into any of the medical schools of the United States.[14]

2. Complete high school record including any student aide experiences, extra-curricular activities, scholastic record, and faculty assessment.

3. Undergraduate record up to the time of applying for admission plus two to three faculty references supplied by the applicant.

4. Scores from at least two objective tests such as the ETS English Proficiency Test, the Minnesota Multiphasic Personality Inventory, and the Minnesota Teacher Attitude Inventory.[15]

5. Diagnostic results of health, speech, and hearing tests. In cases where the physician or the counselor in the Student Personnel office suspects some emotional problems, candidates should be referred to a psychiatrist for appraisal.

6. Interview by committee comprising divergent representation as suggested on page 5.

7. Three personal references supplied by the applicant. These could be his family doctor, neighbor, minister, etc, but not relatives.

The weight given to each component would vary in accordance with the committee's judgment. No component, per se, should be used as a cut-off factor. A composite index of all component factors would serve as the basis for admission. In all cases each successful applicant should evidence the humanness to be a teacher and the intellectual potential to be a scholar.

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[14]*This is a uniform application blank developed under the auspices of the Group on Student Affairs of the Association of American Medical Colleges, One Dupont Circle, N.W., Washington, D. C, 20036*

[15]*Tests of personality characteristics are required for admission to the Schools of Medicine and Education at the University of Minnesota.*

The Selection Process in Preservice Education

Programs in professional education should aim at giving students as full a variety of field and clinical experiences as can be pragmatically interwoven into the structure of pedagogy. Field experiences can be defined as a strategy of orientation to the realities of the community as well as the classroom in roles as observer and participant. In this discussion clinical experiences is used synonymously with student teaching.

Field experiences integrated with relevant pedagogy should be the proving ground for the candidate to perceive his personal fitness for the profession. For this reason we suggest that field experiences be structured as early as it is feasible to do so for students planning on entering the teaching profession. We would suggest that this be done as a prerequisite to applying for admission. This strategy would give the professional faculty additional pertinent information on the comparative qualifications of the applicants.

Institutions should explore ways to establish interdisciplinary studies in the behavioral sciences(one quarter) with concurrent exposure to the real world of the megalopolis, Appalachia, and the Indian reservation, as an integral component of general education. The ivory tower can no longer sustain its celibacy. It must be mated to learning forces outside its walls. In the light of contemporary exigencies and the central purpose of general education, studies of this kind would be conducive to fulfilling both a pragmatic and intellectual function, not only for students planning careers in education, but also for students entering other professions.

A program of professional preparation should include built-in strategies for student self-appraisal and faculty assessment on a

longitudinal basis. Consonant with this recommendation, these strategies are suggested:

1. Extensive and intensive utilization of micro-teaching episodes.
2. A team approach by the professional faculty in assessing candidate's personal attributes and teaching traits.
3. Seminars related to field and clinical experiences.
4. Individual conferences between candidate and professor.
5. Independent studies in pedagogy correlated with field and clinical experiences.
6. Video taping candidate's performances in student teaching and the use of two or three observational systems to measure longitudinally the candidate's growth and development.

Students who in the judgment of the faculty team are not measuring up to the criteria of the college of education should be counseled to consider other careers. Opportunities for self-appraisal through the utilization of micro and video tapes will in all probability help the student to perceive his own deficiences, and either do something about them or to drop out voluntarily.

Observational Systems and Selection

The literature discloses over 200 observational systems for study and analysis of teacher behavior. The choice of the observational system or systems to be used with micro and video taping is obviously the prerogative of the educational agency. Studies reported at the AERA convention in Minneapolis, March, 1970, seemed to indicate their effectiveness as tools for objective analysis of classroom climate, and teacher-student behaviors and interaction. Some observational systems which were used in the studies reported include:

1. Flander's Interaction Analysis System
2. Roberson's Teacher Self-Appraisal Observation System
3. Observation Schedule and Record (OSCAR)
4. Hunt's Conceptual Systems Change Model
5. Joyce's System for Classifying Teacher Verbal Behavior
6. Teacher Practices Observation Record (TPOR)
7. Reciprocal Category System (RCS)
8. Florida Taxonomy of Cognitive Behavior
9. Florida Taxonomy of Affective Behavior
10. Taxonomy of Imagery Provocation
11. The Gallagher-Aschner System

Cunningham (1970) defines an observational system as "any technique for the purpose of identifying, examining, classifying, and quantifying specific variables of a classroom teaching-learning situation."[16]

A multidimensional approach to the study of variables is the concurrent use of two or more systems. Cunningham and others support multidimensionality on the premise that the teaching-learning process is too complex for one system to be wholly adequate.[17] I would recommend strongly that video taping and a multidimensional approach to objective assessment of preservice teachers be implemented.

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[16] *Glennis Cunningham, "Multidimensionality: Implications for Preparation of Teachers", Paper read at the annual meeting of the AERA, Minneapolis, Minnesota, March 1970, p. 1.*
[17] *Cunningham, op. cit. p. 2., et. seq.*

Process Criteria in Field and Clinical Experiences

To assist in measuring the candidate's progress in field and clinical experiences, I should like to propose a set of guidelines for use by cooperating teachers, clinical professors, and others involved in the preservice preparation of teachers. These guidelines comprise a list of "process criteria." A process criterion can be defined as an evidenced trait, skill, or technique of the teacher in the teaching-learning process. There is growing evidence supporting the effectiveness of the criteria indluded in the following list:[18]

1. The teacher sets and sustains a warm, open climate for learning; foresees tensions and prevents them from developing; uses humor appropriately; praises to encourage and stimulate.
2. Makes use of ideas and opinions expressed by students to formulate learning tasks.
3. Talks less and encourages children to discuss subjects which are relevant to the learning tasks and meaningful to them.
4. Questions less and encourages children to question more.
5. Differentiates learning tasks to meet the diversity of pupils' cognitive levels of development.
6. Allows opportunities for student interaction in small groups, working cooperatively on a common task, and sharing findings with their classmates in panel presentations.
7. Creates opportunities for students to use facts in problem solving situations and decision making.
8. Listens and demonstrates the ability to perceive the child's real world and uses this information in the teaching process.
9. Develops habits of rational and responsible inquiry.
10. Evinces flexibility in teaching and the readiness to adapt through sensitivity to what the student feels and thinks.

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[18]*Ned A. F. Flanders, "Teacher Effectiveness", Encyclopedia of Educational Research, A Project of the AERA, (New York, The MacMillan Company, 1969) pp. 1,426 et. seq.*

11. Shows a willingness to work with children and parents above and beyond the call of duty.

12. Possesses a repertoire of teaching skills and demonstrates the ability to choose the appropriate skill and strategy to accommodate the learner's cognitive and affective styles of behavior.

13. Is continuously supportive and acceptant non-verbally as well as verbally of the learner's contributions in the teaching-learning situation.

14. Uses community resources, human as well as physical, to stimulate learning and relate to the real world of the child.

15. Demonstrates willingness to plan, instruct, and evaluate programs with other teachers, and ancillary personnel.

16. Employes multi-sensory approaches to learning.

17. Provides opportunities for creative activities and divergent thinking.

18. Provides a meaningful diet of learning successes, and views and records pupil progress on an individual basis.

19. Demonstrates impartial treatment of children.

20. Demonstrates the ability to think divergently.

Exodus and Retention of Teachers in Inner-City Schools

Studies seem to indicate that experience is an integral component of teacher effectiveness. Remmers reports that "teachers with less than five years of experience tend to be rated lower (by their students) than teachers with more than eight years of experience."[19] In selecting

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[19] *N. L. Gage, "Handbook of Research on Teaching," (Chicago: Rand McNally and Co., 1963). p. 368.*

teachers to staff a series of experimental programs, the Great Cities Research Council chose experienced personnel. The Council operated in the belief that teachers just out of college were not prepared to teach in the inner-city.[20]

Flanders and Simon reporting on an initial set of studies (Turner, 1960, 1961, Wade, 1961) capsule their findings as follows:

"The results indicated a significant advance in performance among prospective teachers between the beginning of the methods courses and the end of student teaching. Collaterally, teachers with one to three years of experience showed performance significantly superior to that of prospective teachers at the end of student teaching."[21]

If we accept the argument that teacher effectiveness can be correlated with experience, and some studies as mentioned above appear to support this thesis, then it follows that inner-city schools because of their high faculty turnover are less effective instructionally than schools in the outer fringes and in suburbia. To put it like it is the continuing failure of inner-city students might very well be laid at the doorstep of the system. It has failed to provide these children with certified experienced teachers.

Conant in his commentary on inner-city schools observes that teachers who attain seniority rights transfer to outer city schools:

"The result is that slum schools are often staffed by either newly hired or substitute and emergency teachers. This is a real problem if one wishes to improve education in these neighborhoods."[22]

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[20] *Frederick Bertolset and Raphael O. Nystrand, "Problems Associated with Teachers in Big Cities." Encyclopedia of Educational Research, (New York: The Macmillan Company, 1969) p. 1503.*

[21] *Ned A. Flanders and Anita Simon, "Teacher Effectiveness." Encyclopedia of Educational Research, (New York: The Macmillan Co., 1969) p. 1431.*

[22] *James B. Conant, "Slums and Suburbs," (New York: McGraw-Hill Book Co., Inc., 1961) p. 68.*

Bertolaet and Nystrand report that teachers with temporary certificates typically have been assigned to inner-city schools. As for the career teacher in the big city he gets his experience in the inner-city and then moves on to the outer or suburban schools.[23]

Faunce and Wiener report that major differences in staff composition for the Minneapolis public schools were found at the junior high school level. In two of three junior high schools located in the inner-city, "approximately 85% of these staffs were made up of either young, inexperienced (turnover-prone) teachers or teachers who were nearing retirement."[24]

In a study of one inner-city elementary school in Minneapolis, made by the writer, 63% of the faculty in September 1969, were new to the schools. 58% of these new teachers were fresh out of college, and the school has had a complete faculty turnover including principal within the last three years.

To retain experienced teachers in inner-city schools, we make these recommendations. Their implementation is as urgent as the climate of inner-city schools is desperate.

1. A beginning teacher assigned to an inner-city school should serve a minimum of one year's internship as a member of a team of experienced teachers. A beginning teacher needs ready on-the-job support. Certification should be awarded jointly by the college and the educational agency on completion of the year of internship.

2. Teachers should be assigned on a twelve months basis. This will allow time for human relations workshops, curriculum and materials planning and development, as well as study and implementation of new patterns of staff and school organization.

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[23]*Frederick Bertolaet and Raphael J. Nystrand, Op. Cit., p. 1503.*
[24]*R. W. Faunce and Jonathan M. Wiener, "Teacher Characteristics in Selected Middle and Low Income Area Schools of the Minneapolis Public School System with Particular Reference to Teacher Retention," (Minneapolis, 1967), Summary, p. 2.*

3. A minimal ratio of 60 professionals for every 1,000 students should be set. Thus an elementary school with an enrollment of 500 children should have at least 30 professionals. This includes principal, resource teachers, social worker, librarians as well as classroom teachers. (The Educational Policies Commission of the National Education Association recommends 50 professionals for 1,000 pupils.)

4. Full time paraprofessionals drawn from the community should be employed in inner-city schools. The ratio of paraprofessionals to pupils should be 1 to 20. Paraprofessionals demonstrating potential for becoming teachers should be encouraged to do so.

5. In old buildings monies should be allocated for renovation to create aesthetic and functional learning facilities. Carpeting, dropped accoustical ceilings, new lighting, free flowing functional spaces for group and independent study will facilitate learning. Pupil behavior responds to the warmth and friendliness of physical surroundings.

6. Outstanding college seniors should be encouraged to teach in inner-city schools. This can best be done by discrediting the myths associated with teaching in the inner-city. One of the chief deterrents is that life is unsafe, but F. J. Johnson, Professional Services Coordinator, Association of Classroom Teachers, N E A, contends that "there is only a little more chance of one being harmed in the inner-city as there is of his being harmed outside it."[25]

7. More teachers should be recruited from minority groups. Students while in school should be given opportunities to assist teachers, to read to and help younger children, and tutor classmates. High school students showing a desire and aptitude should be released for one half day each week to be teacher aides in elementary and junior high schools. Credit for this experience should be given.

8. Strong principals should be assigned to the inner-city. There is some empirical evidence which suggests that teacher turnover is not so acute where the principal demonstrates qualities of educational leadership. Our description of a strong principal is one who:

   a. Fosters an open climate as opposed to a closed climate. In the latter all wisdom flows from the administration downwards; in the former, it springs from the involvement and interaction of all who constitute the organization: teaching as well as non-teaching staff, parents, students and community.

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[25]F. J. Johnson, "Problems of Staffing Inner-City Schools," Inner-City Education: Are We Failing? University of Northern Iowa (Cedar Falls: 1969), p. 71.

b. Capitalizes on the resources so abundant in our great cities: the physical resources such as the banks, the courts, the supermarkets, the department stores, city hall, etc., as extensions of the classroom. Capitalizes on the human resources as well, using as visiting teachers, the personnel of business and industry, the arts and the sciences, the home and social agencies.

c. Provides imaginative dynamic leadership in a joint effort to create curricula attuned to the student's perceptions of reality, and an organization as flexible as his uniqueness requires continuously sensitive to his learning style and cognitive development. The strong principal encourages teachers to experiment in the unending search to improve the teaching-learning process. He is never complacent.

d. Is pre-eminently warm in his relations with people, compassionate, yet unafraid to confront issues. The strong principal combines heart, intellect, and scholarship to a remarkable degree. Such principals are not too easy to find. But every effort should be made to canvas the whole profession to locate them. The principal generates the kind of climate which pervades a school. School faculty and parents should be involved in his selection. In electing principals, seniority should be a secondary consideration and inbreeding should be avoided.

SUMMARY

This summary is a recapitulation of some of the recommendations specifically stated or implied in this paper. Numerical sequence does not indicate relative importance of the recommendations.

1. All decisions affecting teacher selection, employment, and retention should be a team judgment. Parents, minority groups, professionals, and where feasible, students should comprise the team.

2. Parents and, where feasible, students should exercise the right to choose their teachers. No incompetent teacher has the right to a captive clientele. A tenured teacher without a clientele should be counseled out of the profession. Failing this, all pay increases should stop and the teacher in question should be assigned as an assistant to a master teacher. At the end of a 3 to 5 year period, a team could recommend reassignment as a regular teacher or severance from the profession.

3. Boards of Education should integrate faculties in every school district of the United States. The building of interracial and intercultural understandings and appreciations will be advanced through this process.

4. Extensive and intensive utilization of video taping should be used to assess teacher-student behaviors and interaction, especially in preservice education and during probation.

5. A multidimensional approach to assessing teacher-student behaviors with the use of two or more observational systems should be employed.

6. Enrollments in professional education should <u>not</u> exceed the capacity of the college faculty:

    a. To screen in and screen out effectively.

    b. To observe and record systematically behavior characteristics of teacher candidates in a mix of clinical and seminar experiences.

    c. To confer regularly with candidates on an individual basis.

    d. To give guidance to students in independent study and to note the student's capacity for self-direction and professional responsibility.

If these practices cut down on teacher supply, it should be noted that supply with the advent of the '70' exceeds the demand in most fields. Furthermore, we must stop thinking in terms of one teacher in every cubicle with 20 to 30 children for the whole year. This kind of thinking is inhibiting technological breakthroughs in education and new kinds of staff utilization.

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